



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development  
Department of Counseling, Health, & Kinesiology EDCG  
5360 Clinical Mental Health Practicum  
Fall 2026**

**Instructor:** Danelle Flores, Ph.D., NCC, CSC, LPC

**Office:** Classroom Hall 214-I

**Office Hours:** Monday 2–6 PM & Tuesday 2–5 PM  
or by appointment

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**Semester:** Fall 2026

**Class Date:** Tuesday

**Class time:** 5:25 – 6:55 PM

**Class Location:** Classroom Hall 309

### **Course Description**

Course is supervised practice in the application of counseling strategies and techniques in environmental settings appropriate to the professional interests of the counselor trainee (clinical setting). Students will be expected to complete 100 hours of practicum experience. These hours are a combination of direct service/contact, supervision, and administrative responsibilities.

### **Rationale**

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. Practicum and internship is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

### **Instructional Methods**

Practicum is field experience. The in-class work is group supervision, which will include the presentation of audio and visual recordings, case presentations, and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used in addition to the presentation of didactic material.

### **Learning Objectives**

This course is designed to meet 2024 CACREP professional counseling identity standards (Section 3) for all entry-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

|         |                                                                                                                                                                                                                                        |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.A.10. | Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas |
| 3.B.3.  | The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors                                               |
| 3.B.9.  | Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination                                                                                          |
| 3.C.12. | The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan                                                                                    |
| 3.D.5   | Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development                                                                                                            |
| 3.E.2.  | Critical thinking and reasoning strategies for clinical judgment in the counseling process                                                                                                                                             |
| 3.E.3.  | Case conceptualization skills using a variety of models and approaches                                                                                                                                                                 |
| 3.E.4.  | Consultation models and strategies                                                                                                                                                                                                     |
| 3.E.5.  | Application of technology related to counseling                                                                                                                                                                                        |
| 3.E.7.  | Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities                                                                                           |
| 3.E.8.  | Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships                                                                                                                                |
| 3.E.9.  | Interviewing, attending, and listening skills in the counseling process                                                                                                                                                                |
| 3.E.10. | Counseling strategies and techniques used to facilitate the client change process                                                                                                                                                      |
| 3.E.12. | Goal consensus and collaborative decision-making in the counseling process                                                                                                                                                             |
| 3.E.20. | Crisis intervention, trauma-informed, community-based, and disaster mental health strategies                                                                                                                                           |

|         |                                                                                                                                                                         |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.F.3.  | Therapeutic factors of group work and how they contribute to group effectiveness                                                                                        |
| 3.F.8.  | Culturally sustaining and developmentally responsive strategies for designing and facilitating groups                                                                   |
| 3.F.9.  | Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities                                         |
| 3.G.7.  | Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes                                              |
| 3.G.9.  | Use of assessments in academic/educational, career, personal, and social development                                                                                    |
| 3.G.15. | Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders                            |
| 5.C.4   | Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management |

## **State Adopted Proficiencies for School Counselors**

### School Counselor Standard I: Learner-Centered Knowledge

The professional school counselor must have a broad knowledge base.

### School Counselor Standard II: Learner-Centered Skills

The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

### School Counselor Standard III: Learner-Centered Process

The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth.

### School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners

The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

### School Counselor Standard V: Learner-Centered Communications

The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

### School Counselor Standard VI: Learner-Centered Professional Development

The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional

ethics and personal integrity.

## **TExES Competencies (COE)**

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## **Major Course Requirements**

### **1) Practicum Hours**

- Students must complete 100 hours for each practicum class with a minimum of 40 hours of direct counseling services. Students pursuing the school counseling

program may complete their practicum in a school setting or clinical setting. During practicum, school counseling students must complete their experience in a school that provides the opportunity to participate in a developmental school counseling program.

- Students are to become familiar with a variety of professional activities and resources in addition to direct service (e. g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings) on-site.

## 2) **Recording and Case Presentations**

- Students must complete at least two case presentations, including video recordings of counseling work, utilizing the format described herein. The camera must be positioned so that only the clinician is visible. The second recording must be accompanied by a transcript and **Recording Rating Scale**, using the format provided in this syllabus or, alternatively, provided by the instructor. Having someone else or a transcription service complete this assignment is grounds for failure of the course. If the skills are not sufficiently shown in either case presentation, a student may be required to submit a third passing (grade B or better) case presentation before continuing to internship.
- Students must get signed consent to record their clients. Students are expected to get consents at the very beginning of the semester, get consents from multiple clients, and record multiple clients in case a client cancels before a case presentation and for their own feedback purposes. Having a client cancel before scheduled to present is not an excuse to miss an assigned presentation day and will result in a late penalty. Further, having multiple tapes allows viewing for the site supervisor and the student's self-analysis skills.
- While students are only showing parts of their taped session during the presentation, students are required to tape the entire session and upload them to Blackboard. The instructor reserves the right to request additional footage of the tape or may request to see the entire duration of the taped session.
- Your first case presentation must include the **Self Evaluation of Session**. Students must provide an encrypted/password-protected flash drive with their entire session for the instructor to review outside of class or send through an encrypted Outbox submission <https://outbox.tamusa.edu/>)
- Each case presentation is worth 25 points. The transcript is worth 10 points.

## 3) **Supervision**

- Time in practicum class will count as university group supervision and should be recorded in students' weekly time logs.
- Each student will attend 1 hour of weekly individual supervision as scheduled by their site supervisor. Regular site supervision must be conducted by the site supervisor who is named and has signed as such on the site supervision form in Lumivero. If the site supervisor must be changed (even if the student remains at the same site), students must complete, have signed, and submit a new site supervision form to their instructor via Lumivero. Failure to do so may result in loss of any hours accrued under the new supervisor. Students need to notify their instructor immediately if there are times when supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure standards are followed.

## 4) **End of Semester Reflective Paper**

- This paper should be 2-3 pages in length and provide a thoughtful and comprehensive reflection on the student's practicum experience. The purpose of this assignment is to encourage critical evaluation of growth and development as a counselor, reflect on the challenges and successes experienced, and articulate the lessons learned throughout the practicum.  
The reflection should be honest and introspective and demonstrate a deep engagement with practicum experience. The paper must be formatted in APA style. Refer to the rubric for specific instructions and a description of how credit will be awarded.

#### 5) **Forms and Evaluations**

- Complete all required forms, including mid- and final evaluations from site supervisors, via Lumivero. Forms must be signed and submitted when required. Chronic late submission of forms, including logs, will be addressed in student evaluations, including the Professional Issues and Behavior Evaluation.
- Every semester, students must complete an practicum/internship application via Lumivero. Students must ensure their Site Commitment Form is completed and signed by their site supervisor by the priority deadline.
- For School Counseling Students, the Texas Education Agency (TEA) requires Informal and Formal Observations during field-based experience. School counseling students are required to have three (3) Informal Observations during each semester of practicum and internship. Informal Observations must be at least 15 minutes in duration and must consist of individual or small group counseling, consultation, or classroom guidance. Formal Observations must be a minimum of 45 minutes each to total the TEA requirement of 135 minutes. Students must contact Dr. Flores with a list of available times for her to conduct observations on classroom guidance lessons, small group counseling, or individual counseling.  
[danelle.flores@tamusa.edu](mailto:danelle.flores@tamusa.edu)

#### 6) **Ethics and Professional Behavior**

- Students must abide by the guidelines and policies described in the Practicum and Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEPC, and/or TSBEMFT Codes of Ethics as appropriate. See below the notes for more specific language regarding professional behavior.

### Point Allocation

|                                                 |                   |
|-------------------------------------------------|-------------------|
| Case Presentations (2 @ 25 points each)         | 50 points         |
| Transcript and Rating Scale of Recording 2      | 10 points         |
| Self-Evaluation of Session of Recording 1       | 10 points         |
| End of Semester Reflection Paper                | 10 points         |
| Group Supervision Participation                 | 10 points         |
| On-time submission of all forms and evaluations | 10 points         |
| <b>Total</b>                                    | <b>100 points</b> |

### Grading scale

90-100 points = A

80-89 points = B

70-79 points = C

60-69 points = D

59 points and below = F

The final grade reflects student performance in all components of the course, as well as their professionalism and effectiveness at the practicum site throughout the semester. Students must be aware that practicum grades lower than a B do not count toward the degree. If a student earns a C or below, they will be required to repeat the practicum course.

In addition to submitting all assignments on time and demonstrating competent use of counseling skills, students are expected to maintain professional behavior both in class and at their practicum sites. Professional conduct is evaluated continuously throughout the semester by the site supervisor and the faculty instructor. Sites may require additional hours or training than indicated by TAMUSA . Students must provide adequate notice to their supervisor if they will not be present on site. Students must follow the site's process of informing the site supervisor of any unexpected absences.

Frequent absences, tardiness, or early departures from site will impact the student's final evaluation and could jeopardize completion of practicum hours. Incomplete hours will result in a grade of "F" for failure to complete the course requirements. Site supervisors are not required to provide additional opportunities to make up missed hours when a student is absent. Because the counseling practicum experience is a developmental process, students are expected to be at their site for the entire semester, not just until they complete the required number of hours.

At the end of the term, faculty will complete a final assessment of each student's clinical skills and professional behavior. Even if a student has earned enough points to pass the course and has received satisfactory to strong ratings in clinical skills, repeated or significant concerns on the Professional Issues and Behavior Rating Scale may result in a failing grade.

Students who are dismissed from a practicum site due to unethical or unprofessional behavior may also receive a failing grade and may be required to repeat specific courses and/or pursue personal counseling. Any student who earns a failing grade in an practicum must retake the course.

## **Required or Recommended Readings**

### ***Required readings***

Hodges, S. (2024). *The counseling practicum and internship manual: A resource for graduate counseling students in a dynamic, global era* (4th ed.). Springer Publishing Company.

The Practicum/Internship Handbook and the Multicultural and Social Justice Counseling Competencies (available via BB). Additionally, students are also required to purchase the software system called Lumivero as the method of documentation. The fee for Lumivero is \$220. This software system will be utilized throughout practicum and all internships, and students will have lifetime access to their materials.

### ***Recommended or supplemental readings***

American Association for Marriage and Family Therapy (2015). *Code of ethics*.  
[https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)



American Counseling Association (2014). *2014 ACA Code of Ethics*.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American School Counselor Association. (2022). *ASCA ethical standards for school counselors*. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Texas Education Agency (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). <https://tea.texas.gov/>

## **Course Policies Lumivero and Logs**

Students are required to complete weekly forms documenting practicum/internship activities and hours. These forms, including midterm and final evaluations from site supervisors, must be submitted on time to receive full credit. Failure to submit weekly forms may result in loss of points and could affect successful completion of the course.

### **Attendance**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

It is imperative that you attend all class meetings to interact and share your expertise with your classmates, as well as to meet the CACREP requirement for group supervision. After your 3<sup>rd</sup> absence (regardless of situation), you will have a 5-point deduction from your group participation grade. Additionally, you may be dropped from the course due to group supervision requirements.

Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving to class late twice (more than 15 minutes) will be considered an absence (and may result in a 5-point deduction to your grade). The only excused absences will be illness with a doctor's note, or death in the family with a copy of an obituary.

### **Group Supervision and Confidentiality**

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. This is an ethical issue and will be treated as such.

## **Communication**

Each TAMUSA student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response from me within 48 hours (excluding weekends and university-recognized holidays).

## **Cell Phone/Electronic Device Usage**

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

## **Extra Credit**

As a rule, extra credit opportunities will not be extended within this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.

## **Late Assignments**

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends. After one week late, assignments will not be accepted, and you will receive a zero for the assignment. Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner.

Students who do not complete all the required course assignments may receive a failing grade. All assignments must be completed within the semester. Assignments from previous semesters will not be accepted. Recording dates of Tapescript 1 and 2 must be sequential to indicate skill development and growth.

## **Between Semester Hours**

Liability insurance only covers students from the first day until the last day of the semester that students are enrolled in practicum. Students are not covered by their liability insurance outside of the semester. Therefore, students are not allowed to accrue practicum hours between semesters. Students must be receiving university supervision through their enrollment in a Practicum course in order to apply their hours to their coursework.

Some sites may require students to volunteer indirect hours between semesters. These sites must understand that:

- Students do not represent A&M-SA between semesters
- A&M-SA is not responsible for any student liability between semesters
- Student liability insurance does not cover students between semesters
- The site assumes all liability risks associated with students between semesters
- Students cannot provide direct counseling services between semesters
- Whether or not a student volunteers between semesters has no impact on their final grade in the course
- Students cannot count between semester hours as their practicum or internship hours

## **IMPORTANT POLICIES AND RESOURCES**

### ***University Email Policy and Course Communications:***

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

### ***Academic Accommodations for Individuals with Disabilities:***

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

### ***Academic Learning Center:***

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

#### **Appointments available MATH Walk-in Tutoring – No appointment needed**

|           | <b>Appointments available</b> | <b>Walk-in Tutoring – No appointment needed</b> |
|-----------|-------------------------------|-------------------------------------------------|
| MONDAY    | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| TUESDAY   | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| WEDNESDAY | 8 am – 6 pm                   | 9 am – 5 pm                                     |
| THURSDAY  | 8 am – 6 pm                   | 9 am – 5 pm                                     |

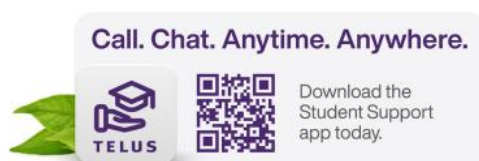
|        |             |              |
|--------|-------------|--------------|
| FRIDAY | 8 am – 5 pm | 11 am – 4 pm |
|--------|-------------|--------------|

### ***Counseling/Mental Health Resources:***

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



### ***Emergency Preparedness:***

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

### ***Financial Aid and Verification of Attendance:***

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

### ***Jaguar Writing, Language, and Digital Composing Center (WLDCC):***

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support

students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing [wldcc@tamusa.edu](mailto:wldcc@tamusa.edu).

### ***Meeting Basic Needs:***

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

### ***Military Affairs:***

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

### ***Religious Observances:***

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

### ***The Six-Drop Rule:***

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

### ***Statement of Harassment and Discrimination:***

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic

information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

### ***Pregnant/Parenting Students:***

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Young Jaguars** can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.



### ***Students' Rights and Responsibilities:***

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### ***Students' Rights***

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### ***Students' Responsibilities***

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

**Important Fall 2026 Dates:**

| Dates                    | Event                                                                                                           |
|--------------------------|-----------------------------------------------------------------------------------------------------------------|
| August 20                | Tuition & Fee Payments deadline                                                                                 |
| August 24                | First day of class                                                                                              |
| September 7              | Labor Day Holiday – No Classes / University Closed                                                              |
| September 9              | Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment |
| October 5 – October 16   | Midterm grading period                                                                                          |
| November 13              | Last day to drop with an automatic “W”                                                                          |
| November 25              | Study Day – No classes                                                                                          |
| November 26-November 28  | Thanksgiving Holiday – No Classes / University Closed                                                           |
| November 30              | Last day to drop a course or withdraw from the University                                                       |
| December 4               | Last day of classes                                                                                             |
| December 5 – December 11 | Final exams                                                                                                     |
| December 15              | Commencement                                                                                                    |

The complete [academic calendar](#) is available online

### **No Use of Generative AI Permitted**

EDCG 5360 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.



### Course Schedule

| Date             | Topics Discussed                                                               | Assignments Due                                                                                                                        |
|------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>8/25   | Review Syllabus/Assignments/<br>Requirements<br>Sign up for case presentations | Read ACA <i>Code of Ethics</i><br>Liability Insurance Due<br>Weekly time log                                                           |
| Week 2<br>9/1    | Review Case Presentation<br>Examples<br>Group Supervision                      | Supervisor Agreement Form Due<br>Crisis Management Form Due<br>Weekly time log                                                         |
| Week 3<br>9/8    | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 4<br>9/15   | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 5<br>9/22   | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 6<br>9/29   | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 7<br>10/6   | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 8<br>10/13  | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 9<br>10/20  | Case Presentations<br>Group Supervision                                        | Weekly time log<br>Midterm Evaluation Due                                                                                              |
| Week 10<br>10/27 | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 11<br>11/3  | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 12<br>11/10 | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 13<br>11/17 | Case Presentations<br>Group Supervision                                        | Weekly time log                                                                                                                        |
| Week 14<br>11/24 | NO CLASS<br>Thanksgiving Break                                                 | Weekly time log                                                                                                                        |
| Week 15<br>12/1  | Case Presentations<br>Group Supervision                                        | Weekly time log<br>Reflection Paper Due                                                                                                |
| Week 16<br>12/8  | CSSR Review                                                                    | Weekly time log<br>Final evaluation from Site Supervisor<br>Due<br>Evaluation of Site Supervisor Due<br>Site Supervisor Reflection Due |

## **Case Presentation Format**

Students will receive a PowerPoint template for case presentations which will be posted in Blackboard. Each case presentation is approximately 20-30 minutes long (i.e., 10 minutes to present content, 10 minutes of clips, and 10 minutes for feedback/discussion) and is worth 25 points. Presentation must include the following:

1. Intern name, site name, and date of presentation
2. Background information including age, biological sex, gender, ethnicity, race, support systems/strengths/protective factors, challenges/barriers the client faces, previous treatment, assessments completed, other significant information/contextual factors (i.e., SES, social and cultural issues, abilities status, legal and/or ethical issues, and relevant personal history etc.), and presenting problems. Do not include identifying information.
3. Diagnostic impression including DSM-5 diagnosis or Z code and mental status exam
4. Theoretical Foundation & Hypothesis: Discuss your theory-based and/or evidenced based, culturally appropriate counseling approach with this client. Please demonstrate a clear understanding and application of your approach and state your hypotheses (based in theory) about what is going on with your client(s).
5. Case conceptualization: Discuss how your theory-based and/or evidenced-based, culturally appropriate counseling approach conceptualizes and/or explains the causes of your client(s) presenting concerns.
6. Treatment goals: Include at least 2 goals and relevant objectives and interventions.
7. Community resources
8. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case?
9. Counseling session segment: Identify the goals for present session and briefly describe what is happening during the clip or audio you will play, ask 2 specific questions to solicit feedback from your peers and instructor, and play your clip or audio. Do not upload your presentation with the clip inserted!
10. Demonstration of counseling skills: Show brief clips (up to 15 minutes) of what you did well and/or are proud of (i.e., clips that demonstrate basic and advanced counseling skills/techniques you used in this session)

11. Future direction: where will you be going from this point with your client and with your own growth, learning, and development as a counselor? What basic and advanced counseling skills/techniques do you plan to use with your client in the future? Also, briefly discuss how you are or will be evaluating your work/progress with this client

12. References

### Case Presentation Rubric

| Criteria                                       | Excellent                                                                                                                                                                                                                                  | Acceptable                                                                                                                                        | Unacceptable                                                                                                                  |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Client Information<br/>(0.5 points)</b>     | <b>0.25 – 0.5 points</b><br>Provides relevant demographic and contextual information, including age, sex/gender, race/ethnicity, family/support system, ability status, and socioeconomic status while protecting identifying information. | <b>0 – 0.25 point</b><br>Provides most relevant client information but omits one or more important areas.                                         | <b>0 points</b><br>Provides minimal, inaccurate, or identifying client information.                                           |
| <b>Presenting Concern<br/>(1 point)</b>        | <b>0.5 – 1 point</b><br>Clearly and concisely identifies the presenting concern, referral reason, and/or desired counseling outcome.                                                                                                       | <b>0.25 – 0.5 point</b><br>Identifies the presenting concern but lacks clarity, specificity, or conciseness.                                      | <b>0 – 0.25 point</b><br>Presenting concern is unclear, incomplete, or not addressed.                                         |
| <b>Contextual Factors<br/>(1 point)</b>        | <b>0.5 – 1 point</b><br>Thoroughly addresses relevant legal/ethical considerations, history, ecological/SoDH factors, strengths, barriers, previous treatment, assessments, and other pertinent information.                               | <b>0.25 – 0.5 point</b><br>Addresses several relevant contextual factors but important information or connections are missing.                    | <b>0 – 0.25 point</b><br>Provides minimal consideration of contextual factors or information is largely absent.               |
| <b>Diagnostic Impression<br/>(1 point)</b>     | <b>0.5 – 1 point</b><br>Provides an appropriate full DSM-5 diagnostic impression and a clear, relevant mental status examination supported by case information.                                                                            | <b>0.25 – 0.5 point</b><br>Includes diagnosis and MSE but with limited explanation, incomplete information, or weak connection to the case.       | <b>0 – 0.25 point</b><br>Diagnosis and/or MSE is missing, significantly incomplete, or unsupported.                           |
| <b>MSJCCs<br/>(1 point)</b>                    | <b>0.5 – 1 point</b><br>Clearly demonstrates thoughtful application of Multicultural and Social Justice Counseling Competencies to the client and counseling process.                                                                      | <b>0.25 – 0.5 point</b><br>Identifies relevant multicultural/social justice considerations but application is somewhat general or underdeveloped. | <b>0 – 0.25 point</b><br>Provides little or no meaningful application of MSJCC.                                               |
| <b>Theoretical Foundation<br/>(2 points)</b>   | <b>1 – 2 points</b><br>Clearly explains and consistently applies an appropriate theory-based and/or evidence-based, culturally responsive counseling approach to the client.                                                               | <b>0.5 – 1 point</b><br>Identifies an appropriate theoretical approach but application to the client is inconsistent or lacks sufficient depth.   | <b>0 – 0.5 point</b><br>Theoretical foundation is unclear, inappropriate, or not adequately connected to counseling practice. |
| <b>Case Conceptualization &amp; Hypothesis</b> | <b>1.5 – 2.5 points</b><br>Provides a clear, well-integrated conceptualization explaining the                                                                                                                                              | <b>0.5 – 1.5 points</b><br>Provides a reasonable conceptualization, but                                                                           | <b>0 – 0.5 point</b><br>Conceptualization is superficial, unclear, or                                                         |

|                                                       |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                                                                                                                |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(2.5 points)</b>                                   | client's concerns through the selected theoretical/evidence-based and culturally appropriate framework.                                                                                                                                                                                                                  | connections among theory, client factors, and presenting concerns need further development.                                                                                   | minimally connected to the identified theoretical framework.                                                                                                                   |
| <b>Treatment Goals (2.5 points)</b>                   | <b>1.5 – 2.5 points</b><br>Presents at least one clear, appropriate treatment goal with measurable/relevant objectives and interventions that logically follow from the case conceptualization.                                                                                                                          | <b>0.5 – 1.5 points</b><br>Provides goals, objectives, and interventions, but they need greater specificity, alignment, or measurability.                                     | <b>0 – 0.5 point</b><br>Treatment planning is incomplete, vague, or poorly connected to the client's needs.                                                                    |
| <b>Community Resources (0.5 point)</b>                | <b>0.25 – 0.5 point</b><br>Identifies relevant and appropriate community resources that could support the client.                                                                                                                                                                                                        | <b>0 – 0.25 point</b><br>Identifies a resource, but relevance or application to the client's needs is unclear.                                                                | <b>0 point</b><br>Community resources are not identified or are inappropriate for the case.                                                                                    |
| <b>Counseling Session Segment (1.5 points)</b>        | <b>1 – 1.5 points</b><br>Clearly identifies session goals, provides appropriate context for the selected clip/audio, presents the segment effectively, and asks two specific, meaningful questions to obtain peer/instructor feedback.                                                                                   | <b>0.5 – 1 point</b><br>Provides the required segment and feedback questions, but context, goals, or questions need greater specificity.                                      | <b>0 – 0.5 point</b><br>Session segment is insufficiently explained, poorly connected to goals, and/or feedback questions are missing or vague.                                |
| <b>Demonstration of Counseling Skills (10 points)</b> | <b>7 – 10 points</b><br>Clip(s) clearly demonstrate intentional and effective use of developmentally and culturally appropriate basic and advanced counseling skills/techniques. Counselor demonstrates strong attending, responsiveness, therapeutic presence, and skill application appropriate to the client's needs. | <b>4 – 7 points</b><br>Demonstrates competent counseling skills and techniques, though some interventions, responses, timing, or therapeutic processes could be strengthened. | <b>0 – 4 points</b><br>Demonstrates limited or inconsistent counseling skills. Interventions may lack intentionality, responsiveness, theoretical alignment, or effectiveness. |
| <b>Future Direction (1.5 points)</b>                  | <b>1 – 1.5 points</b><br>Clearly describes appropriate next steps for the client, future counseling skills/interventions, evaluation of client progress, and thoughtful goals for counselor growth and development.                                                                                                      | <b>0.5 – 1 point</b><br>Identifies reasonable next steps and counselor growth areas but lacks specificity regarding future interventions or evaluation of progress.           | <b>0 – 0.5 point</b><br>Future direction is vague, minimally developed, or does not adequately address client progress and counselor development.                              |

## Transcript Rubric and Format

Your **second recording** will be accompanied by a transcript of a ten-minute section of your recording presentation. Do not include any identifying information.

| Does Not Meet Expectations (0-3 point)                                                                                                                                                                                                                                                                                                                                                                                                     | Meets Expectations (4-7 points)                                                                                                                                                                                                                                                                                | Exceeds Expectations (8-10 points)                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transcript assignment is incomplete and/or appears hurried with little thought or consideration to the assignment. One or more of the required elements is missing. Inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in-depth reflection on clinical skills & performance, etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement. | Transcript appears well-prepared and includes all required components; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance, etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement. | Transcript appears well-prepared and includes all required components; transcript reflects thoughtful and thorough consideration of components (i.e., shows in-depth consideration and reflection on clinical skills and performance, etc.); no errors in spelling/grammar/formatting ; presentation meets time requirement. <b>Includes recording rating scale.</b> |

Identify and transcribe ten exchanges with your client(s). **Minimal encouragers such as yes, hmm, I see, etc. do not count as a counted counselor response. They must be verbatim and consecutive in time sequence.** Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken.

Individual instructors may provide alternative instructions about the transcript. The format below is provided as an example.

## Self-Evaluation of Session

You are expected to evaluate your performance as a counselor for the **first recording** you present in class. This evaluation is intended to assist you in improving your effectiveness as a counselor. Note that this self-evaluation focuses primarily on the ability to form a therapeutic alliance with your client. This evaluation must be turned in the day the recording is presented in class, must be in APA format, and 2-3 pages long. Each self-evaluation should include the following sections:

1. How did you prepare for the session?
2. How do you feel and what do you think about the session?
3. What did you learn about yourself in this session?
4. Reflect on your developing skills, your strengths, and areas for continued work.

| Criteria                           | Excellent<br>(2 points)                                                                                     | Acceptable<br>(1.5 points)                                                              | Unacceptable<br>(1 point)                                                            |
|------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Preparation for the Session</b> | Thorough and detailed description of how you prepared for the session.                                      | Adequate description of preparation but lacks some details.                             | Minimal or no description of preparation for the session.                            |
| <b>Self-Reflection</b>             | Comprehensive and insightful reflection on feelings and thoughts about the session.                         | Reflects on feelings and thoughts but lacks depth or detail.                            | Superficial or missing reflection on feelings and thoughts about the session.        |
| <b>Self-Discovery</b>              | Clear and profound insights into what was learned about oneself during the session.                         | Some insights into self-discovery but lacks depth or specificity.                       | Little to no insights into self-discovery.                                           |
| <b>Developing Skills</b>           | Detailed reflection on developing skills, including specific strengths and areas for continued improvement. | General reflection on skills, with some mention of strengths and areas for improvement. | Limited or no reflection on developing skills, strengths, and areas for improvement. |
| <b>Grammar &amp; Format</b>        | Reflection is free from grammatical errors and spelling problems, the required length, and APA format       | Few grammatical, spelling, and/or APA errors.                                           | Several grammatical, spelling, and APA errors; paper is not the required length      |

## End of Semester Reflection Paper Rubric

The purpose of this assignment is to encourage you to critically evaluate your growth and development as a counselor, reflect on the challenges and successes you experienced, and articulate the lessons learned throughout the practicum. Your reflection should be honest, introspective, and demonstrate a deep engagement with your practicum experience. The paper should be 2-3 pages (not including cover page) and must be formatted in APA style. Reflect on the following areas:

- a) personal growth: Discuss how you have grown personally and professionally over the course of the practicum
- b) skills development: Reflect on the counseling skills you have developed or improved
- c) challenges and learning: Describe the challenges you faced and the lessons learned
- d) supervision and feedback: Evaluate the impact of supervision and feedback on your practice
- e) future goals: Articulate your goals for future development as a counselor.

| Criteria                                                 | Excellent                                                                                                                    | Good                                                                                  | Satisfactory                                                                                             | Needs Improvement                                                                                 |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Content Depth (5 points)</b>                          | Provides a thorough, insightful reflection on all required areas. Demonstrates deep personal and professional introspection. | Addresses all required areas with good detail and reflection. Some insights provided. | Covers most required areas but lacks depth in reflection. Some areas may be underdeveloped.              | Addresses few required areas with minimal reflection and insight. Lacks depth.                    |
| <b>Reflection on Supervision and Feedback (2 points)</b> | Thoroughly evaluates the impact of supervision and feedback on practice. Provides specific examples.                         | Evaluates the impact of supervision and feedback with some detail and examples.       | Reflects on supervision and feedback but lacks specific examples or depth.                               | Minimal reflection on supervision and feedback. Few or no examples provided.                      |
| <b>Future Goals (2 points)</b>                           | Clearly articulates specific, realistic future goals for professional development.                                           | Articulates future goals for professional development with some specificity.          | Mentions future goals but lacks specificity or realism.                                                  | Future goals are vague and not well thought out.                                                  |
| <b>Grammar, Mechanics, and APA Style (1 point)</b>       | No grammatical, mechanical, or APA style errors. Professional and polished writing.                                          | Few grammatical, mechanical, or APA style errors. Clear and professional writing.     | Some grammatical, mechanical, or APA style errors, but they do not detract significantly from the paper. | Numerous grammatical, mechanical, or APA style errors that detract from the quality of the paper. |



### Tips for Weekly Logs

- Our time in class together should be logged under '**University Supervision-Group**'.
- Time with your university supervisor/professor should be logged under '**University Supervision-Individual**'.

Direct hours refer to activities in which students work directly **with clients**. These activities include:

- Face-to-face, virtual, or phone counseling with an actual client
- Intake and psychosocial assessment
- Lethality assessment and crisis counseling
- Classroom guidance (for school counseling students)

University supervision hours do not count towards other indirect practicum hours